DOCUMENT RESUME

ED 123 522 CG 010 557

TITLE Accreditation Standard IV: Guidance Standards for Secondary Schools. Suggested Implementation Procedure.
INSTITUTION Kansas State Dept. of Education, Topeka.
NOTE 40p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Accreditation (Institutions); Counseling; Counselor Certification; Counselor Performance; Counselor Role; *Guidance Programs; Secondary Education; *Secondary School Counselors; State Departments of Education; *State Programs; *State Standards

ABSTRACT

Guidance and counseling is an integral part of the need fulfillment in the educational process. This truth was established and accepted by Kansas and it was further determined that, if true, then there needed to be an acceptable organized guidance program with a properly certified counselor working in a program with goals, objectives, and expected outcomes. These goals, objectives, and expected outcomes become part of a Policy Statement developed with broad base local involvement in their formulation. In order that it be accepted by the local board of education, a copy was placed on file with the board clerk, each local administrator, and counselor. The Policy Statement establishes rationale, responsibilities, and identity; what would and would not be expected of the counselor in the delivery of his professional services. The policy statement would be approved by State Department of Education and be part of the 15 accrediting standards for each secondary building. This process has been piloted, orientation and implementation seminars have been held for schools involved in the process and is being phased in across the state by groups in about 100 schools. (Author)

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ED123522

KANSAS STATE DEPARTMENT OF EDUCATION

ACCREDITATION STANDARD IV

GUIDANCE STANDARDS

for

SECONDARY SCHOOLS

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Suggested Implementation Procedure

CG 010 557

91-2-4 STANDARD IV - GUIDANCE STANDARDS FOR SECONDARY SCHOOLS

a. GUIDANCE.

All high schools must have the services of a properly certified counselor in an organized guidance program. The counselor shall meet standard field and subject requirements as indicated in the most recent "Certificate Handbook."

In addition, each school is required, when requested by the State Department of Education, to produce a written statement of policy for secondary school counselors which will contain: professional identity, professional rationale, professional responsibilities, professional environment and other statements that will identify and clarify the role of the secondary school counselor. This statement shall also contain evidence demonstrating the guidance program plan for the school indicating goals, objectives, and expected outcomes for the guidance program assignments. Such goals, objectives and expected outcomes shall be reasonably commensurate and in agreement with statewide educational goals as adopted by the State Board and with the school's statement of policy for school counseling and professional practices in the guidance field, and shall have broad base community involvement in their formulation, except that experimental or innovative programs, also supported by written policy, goals, objectives and expected outcomes, are encouraged.

Such policy for secondary school counselors shall be approved by the local board of education and be on file with the clerk of the board and copies shall be provided for each administrator and school counselor(s).

In addition, the policy for secondary school counselors shall be approved by the State Department of Education and shall be placed on file with the State Department of Education.

KANSAS STATE DEPARTMENT OF EDUCATION

ACCREDITATION STANDARD IV - GUIDANCE STANDARDS FOR SECONDARY SCHOOLS

All Jr. High Schools
All Sr. High Schools

Innovative or Experimental Programs

1. Encouraged
2. Guidelines of Goals, Objectives Expected Outcomes

PROPERLY CERTIFIED COUNSELOR

1. Hold a valid teacher's certificate at the secondary level.
2. Have had at least two years of successful teaching and/or counseling experience in an accredited secondary school.
3. Have completed a pre-professional nucleus of at least fifteen semester hours in supporting areas as determined by the recommending institution.
4. Have completed a master's degree with a minimum of eighteen (18) semester hours or equivalent in professional guidance courses at the graduate level and have completed a minimum of two semester hours in each of the following areas:
   (a) Basic course in guidance and counseling (this may be at the undergraduate level).
   (b) Individual and group appraisal (measurements in guidance, tests, and other psychological measurement).
   (c) Occupational, educational, and sociological (environment) information and observation.
   (d) Counseling theory and techniques.
   (e) Supervised practice in counseling.
   (f) Program planning of guidance services.
5. Receive a recommendation from the parent institution. (This recommendation may be initiated by the Certification Section of the State Department of Education).

ORGANIZED GUIDANCE PROGRAM

1. Properly certified counselor
2. Facilities: a. office
   b. reception area
   c. files
   d. phone, private
   e. private counseling office - audio and visual
   f. small conference area
3. Clerical help
4. Time for guidance and counseling
5. Budget
6. Referral and assistance - a. school and b. community
7. Orientation - a. school, b. self, c. world of work, d. social
8. Placement - a. internal and external, b. class selection, c. curriculum input, d. career
9. Freedom from administrative duties
10. Counseling - a. individual and group, b. personal, and c. social and vocational
11. Liaison - a. teachers, b. administrators, c. patrons, d. community.
12. Guidance - a. self, b. occupations, c. social, d. school.
13. Assessment program
14. Broad based community involvement
    (a) Guidance committee

WRITTEN STATEMENT OF POLICY FOR SECONDARY COUNSELORS

1. Professional identity
2. Professional rationale
3. Professional responsibilities
4. Professional environment
5. Other statements for identity and clarification of role.
6. Evidence demonstrating guidance program plan for school.
   (a) Goals
   (b) Objectives
   (c) Expected outcomes
7. Goals, objectives and expected outcomes shall be reasonably commensurate with and in agreement with:
   1. State-wide educational goals adopted by State Board of Education.
   2. Schools statement of policy for school counseling.
   3. Professional practices in the field of guidance.
   4. Broad based community involvement in their foundation.
8. Policy for secondary school counselor shall be:
   1. Approved by U.S.D. board
   2. On file with U.S.D. board clerk
   3. Copies provided to each administrator and counselor
   4. Approved by State Department of Education
   5. On file with State Department of Education

Policy Statement

Standard IV requires a policy statement containing professional identity, professional environment and statement of Goals, Objectives and Expected Outcomes in the students.

Accreditation has accepted the American Personnel and Guidance Association statements of professional identity, rationale responsibilities and environment to be used as a criteria for the development of Goals, Objectives, and Outcomes; therefore, the policy statement can have a short pre-statement before the Goals, Objectives and Expected Outcomes or you may choose to add a philosophy statement leading to the formal statement of the Goals.

These goals are determined by the local building people as reflected against the professional criteria and they are to be inclusive of covering your accountability to deliver the guidance services to meet the needs of the students in your program. The minimum organized program services must be delivered and validated by your building principal.

Professional Identity

1. A School Counselor designates a counselor working in a secondary school setting, concerned with and accepting a responsibility for assisting all pupils and a major concern the developmental needs and problems of youth.

2. School Counselors see all counseling as concerned with the complete person and thus inevitably personal and psychological in nature.

3. Counseling is involving a dynamic relationship between counselor and counselee.

4. A School Counselor accepts the responsibility of involving himself in the lives of pupils with clear and humble knowledge of the implication.

5. A School Counselor works within the pupil personnel framework.

6. A School Counselor is professionally identified in the fields of counseling and education.

7. He is part of the school staff.

8. He offers both special and general services from the counseling profession.

Professional Rationale

1. The School Counselor believes that institutional and instructional type experiences are not in themselves sufficient for achieving the school-based educational and personal development necessary for each individual in our democratic society.

2. The adolescent seldom has an opportunity to view himself clearly, honestly, and without need to protect and defend himself.

3. Most pupils will enhance and enrich their personal development and self-fulfillment by means of making more intelligent decisions if given the opportunity to experience an accepting, non-evaluating relationship in which one is helped to better understand himself, the environment he perceives, and the relationship between these. Counseling is essentially such a relationship.

4. The School Counselor views himself as a person on the school staff with the professional competencies, behavioral sciences understandings, philosophical orientation, and position within the school necessary to provide such help to pupils.

5. There are certain philosophical tenets held by all professional school counselors and consistent with many philosophical positions. These tenets are concerned with the counselor's perspective of the pupil, school, society, and himself; they provide the foundation for whatever operational frame of reference he employs.

Professional Responsibilities

1. Assist each pupil to meet the need to understand himself in relation to the social and psychological world in which he lives. Each pupil to understand:
   a. aptitudes
   b. interests
   c. attitudes
   d. abilities
   e. opportunties for self-fulfillment
   f. inter-relationships among these

2. Assist each pupil to meet the need of accepting (defined as being able to behave consistent with) his aptitudes, interests, attitudes, abilities, and opportunities for self-fulfillment.

3. Assist each pupil to meet the need to develop personal decision-making competency. Included is the responsibility of assuring that the pupil's opportunities for self-understanding and self-fulfillment are not restricted by the group consideration and process inherent in schools.

4. Assist all members of the school staff to understand the importance of the individual pupil and to provide information, material, and consultive assistance aimed at supporting their efforts to understand pupils.

5. Determine the influence of the school program on pupil, educational, and psycho-social development and to convey such information to other staff members.

6. Inform other staff members of significant changes in the school and non-school environment which have implications for instruction, the psycho-social well being of pupils, and to participate in related program development.

7. Assist parents to understand the developmental progress of their child, his needs, and environmental opportunties, for purposes of increasing their ability to contribute to their child's development.

8. Interpret to the community the importance of consideration for the individual and the contribution of the school counseling program to that end.

9. Promote in the community non-school opportunities necessary for pupil development.

10. Use and/or promote community resources designed to meet unusual or extreme needs of pupils which are beyond the responsibility of the school.

Professional Environment

1. The school counselors communication with pupils and parents must be considered confidential. In matters of communications and ethics, the counselor accepts as his guide the Ethical Standards of the American Personnel and Guidance Association.

2. The Counselor should be free from teaching, administrative, and clerical assignments which would interfere with fulfilling his professional responsibilities as a counselor.

3. School organization should reflect the district roles of the counselor by providing high-level administrative representation, separate budgetary consideration, appropriate opportunities for in-service education and research, and program evaluation. Professional supervision and coordination with other pupil personnel services are essential to the counselors total effectiveness.

4. The Counselor should have sufficient opportunities to participate in program planning and curriculum development and other school development efforts. Avenues of communication should exist so that school counselors may interpret their efforts and programs to pupils, teachers, administrators, and parents. In addition the Counselor should have the freedom and responsibility to apprise administrators if and when the school program is insensitive to the individuality of pupils.

5. The School Counselor should have physical facilities appropriate to his work, including a private counseling room, storage facility for student records and guidance information, and pupil waiting area.

6. The School Counselor should have paid clerical assistance and equipment consistent with his particular assigned responsibilities and existing technology.

7. Provisions should exist which enable the counselor to initiate and have systematic counseling and conference appointments with pupils during school hours without interfering with the planned work of teachers. The number of pupils for whom a counselor is responsible should be realistic and consistent with his unique responsibilities.

8. Definite criteria, consistent with this policy statement, should be used as a basis for counselor selection. The counselor should be employed in a full-time counseling position. Often employment should extend beyond the school year.

The school administrator assists the Counselor to facilitate total counseling and guidance services within a school through his understanding, support, and leadership.

Accreditation Standard IV Guidance Secondary Schools
Implementation 1975

Guidance Standard IV has now reached the orderly and timely implementation process.

The "demonstration schools" or pilot schools of Scott City, Olathe and the secondary schools in the city of Wichita have completed Standard IV. The experience of this process is assisting in the regular application of this Standard. The schools now involved were notified last spring of the implementation process now going on. The third phase schools will be notified this coming Spring.

This group will go through a series of activities designed to assist you in self-actualizing the process of Standard IV.

This Standard is designed to present a delivery of guidance services to the students of Kansas schools that will meet their needs and in that process of development reflect against professional criteria, also meet that part of accreditation of the local school assigned to guidance compliance.

We are providing information, materials, and assistance; but the activity will be your effort, your product and more organized guidance program for the students in your building.

Accreditation is made building by building and therefore, by June you will be expected to have a policy statement with Goals, Objectives and Expected Outcomes for each secondary building in your district. There may be commonalities and duplications with possibly more difference in the stated objectives between buildings.

GUIDANCE POLICY STATEMENT DEVELOPMENT

Standard IV Guidance Standards for Secondary Schools set forth the responsibility of each secondary school to have a properly certified counselor, an organized guidance program, and also a statement of policy based upon some specified criteria stated in the Standard.

A Policy Statement is the written statement of operations of personnel to carry out the organized guidance program to meet the needs of clients in each secondary attendance center in each school district in Kansas.

This Policy Statement in addition will clarify the role of the counselor and give the structure of the quantified guidance program giving goals, objectives, and the expected outcomes as evidenced in the recipients, the students involved in the program.

In developing goals for the program to be included in the Policy Statement, the examination of the goals of education need to be considered and where there is a conflict between guidance and counseling goals and educational goals the degree of conflict needs to be noted. If the gap is wide, it has to be bridged either by restructuring the guidance goals so they are in reasonable congruence or giving a great amount of energy to assisting the educational system to move toward more appropriate goals. The counselor will find upon close examination of the goals of education that he will find little disagreement. He may find that the local situation may have skewed the goals and interpreted them to meet administrative expedience or logistic ease and then he may become the catalyst to cause a valid analysis of the situation and bring the meeting of student needs back into focus.

A review of the goals of education, no matter how they are stated or how finely they are subdivided, will almost always fall into the four areas or the accruement of the following outcomes to the student as a result of his contact with the eductional program of our schools, as stated by the Education Policies Commission of the National Education Association; 1938:

1. Self-realization
2. Human Relationships
3. Economic efficiency
4. Civic responsibility

Much of our guidance theory and the new emphasis of Career Education would be able to be identified in the four areas of these goal statements. Goals need to be stated in broad terms in general coverage. The goals in keeping with education and guidance specifically to be very attentive to the fundamental dignity and worth of man and the process by which he becomes self-actuated. Goals should be stated as those goals of each building under which related objectives of each counselor or counselors can be designated, developed, or implemented. Wellman stated, "Goals represent rather large global areas of achievement or development that lead to meeting specified needs and provide the point of departure for the formulation of developmental and behavioral objectives.

"Developmental Objectives relate to the guidance related developmental steps that are logically, and usually sequentially, related to the stated goals.

"Behavioral Objectives should specify in concrete terms the knowledge, skill or performance that is expected.

"A behaviorally stated objective is not only directed toward a specific and clearly defined goal, it also requires some type of performance from the student."

Behavioral objectives have two major purposes:

1. to show intent
2. to communicate

They provide a basis for decision-making and the expected outcomes of a specific action in the response of clients or students. While objectives are desirable and useful in the development, organization and evaluation of a guidance program and are to be a part of the policy statement there is a concern of over specificity in their development.

We know that we do not have the sophistication in measurement of affective domains to adequately measure all of the outcomes in the students who receive guidance services. We know, too, that there are a variety of effects from a variety of sources with different degrees of accountability and we cannot measure them either.

We know that there are process objectives that are important, just that they went through them, and, measurable or not, something happened!

We do not want to reduce down to measurable items and in the process, factor out an important part of the whole. The sum of the parts will be more than the whole.

The measurement of some objectives will be only that they occurred.

Krumbolz stated, "The goals of counseling should be stated as those specific behavior changes (a) desired by each client, (b) compatible with his counselor's values, and (c) externally observable."

In line with State Department Guidelines developed and supported by the profession, the policy statement will define the domain of counselor responsibility and goals of endeavor so that counselor, teacher, administrator, parents, and students will know what counselors are expected and are not expected to accomplish. The absence of explicity understandings leads to hostility and mutual distrust.

The policy statement should be developmental in concept subject to evaluation and modification under the accreditation guidelines.

GUIDANCE SAMPLE POLICY STATEMENT

The guidance policy for x school shall be consistent with helping the school accomplish its goals for youth through more efficient management of time and function, more direct assistance to the people we serve in a systematic goal-performance accountability.

The guidance plan will be one insuring every student an opportunity to be successful in school and make progress toward his goals; personal, social, academic, and career.

The following opportunities and guidance services will be contributed to accomplishing the school's goals for its young people, provide every student with prescribed opportunities, every parent with certain pre-determination services, every teacher with certain consultive services, and provide the administration with accountable feedback.

We recognize the counselor as a trained professional with special skills and will provide him, budget, supervision, facilities and time to carry out his assigned and developed duties.

SUGGESTED IMPLEMENTATION PROCEDURE
GUIDANCE STANDARD IV ACCREDITATION
SECONDARY SCHOOLS

1. Notice to chief school officer of guidance accreditation process request.

2. Designated protocol and process for implementation in local district and formulation of activities and personnel to complete accreditation process for each secondary attendance center.

3. Meet with local committee:
   a. Information and orientation
   b. Review materials
   c. Operational determination
   d. Process approach

4. Local committee review accreditation guidelines and compare with local program.

5. Gather materials for policy development:
   a. North Central Evaluation
   b. Local job description
   c. Local policies
   d. Other support data

6. Preliminary statement of goals, objectives, and expected outcomes in students.

7. Review with State Department Guidance Representative.

8. Re-write, second draft of:
   a. Goals, objectives, and expected outcomes
   b. Organized program outline
   c. Preliminary policy statement

9. Review and analysis.

10. Meeting with local broad based involvement:
    a. local advisory group)information
    b. published report)orientation
    c. open hearing)reaction

11. Re-write and report.

12. Administrative review--superintendents, principals, counselors.

13. Preliminary report or first reading to school board.

14. Final report to board and board action.

15. Report to State Department for recommendation to accreditation section.

16. Policy statmeent received and filed by Accreditation Section.

Organized Program

Standard IV calls for an "Organized Guidance Program" in each accredited secondary school building.

After a careful review of the literature, consultation with authorities in the field, and the experience of counselors in the field; a minimum "Organized Program" has been defined and accepted for validation of delivery by the Accreditation Section of the State Department of Education.

A validation statement of the delivery of these services signed by the building principal will be a part of the compliance of the local school to meet this standard.

1. Properly Certified Counselor

The base for the delivery of an organized program of guidance services is on the properly certified counselor as determined by Certification Section, State Department of Education.

2. Facilities

An important part of the delivery of guidance services is the guidance suite. The counseling office will have both audio and visual privacy available. The confidentiality and the privacy of the client must be respected and maintained for maximum performance of the counseling function. A reception area that functions as a waiting room for clients as well as a display area of helpful materials that enhance the guidance process is also required. By the nature of personal, confidential, and sensitive information between counselor, patrons, referral people and agencies, a private phone is required. The same need for files with proper security is also a must. A small conference area is also needed, although it does not have to be unique to the guidance suite. The availability of a board room or another conference room that can be used for parent-teacher, teacher-student, or small group activity or individual or small group testing process would fulfill the small conference area requirement.

3. Clerical Help

Clerical help must be validated for an organized guidance program. There will be no parameters as to the amount or variety of clerical duties that must be delivered. Routine correspondence, filing, and other basic office routine that takes time away from the delivery of professional guidance services by the counselor aught to be taken care of by secretaries or aides.

Clerical help is being delivered by a variety of processes across our state.

1. Full-time secretarial help
2. Part-time secretarial help
3. Shared secretary with administration
4. Pool secretary supplied for staff
5. Volunteer adult help with proper orientation to guidance philosophy and confidentiality

6. Secretarial practice class students with proper orientation to guidance philosophy and confidentiality
7. Paraprofessionals, paid government help programs, student aides, receptionists, etc., all with proper orientation to guidance philosophy and confidentiality

4. Time for Guidance and Counseling

Kansas is using a new approach to a qualitative approach to delivery of guidance services. We have departed from the strict ratio concept. We have found by visitation to local programs, North Central Evaluations, and reaction by administrator evaluations that a low pupil-counselor ratio does not necessarily validate a quality program of guidance and counseling.

We have gone to the concept of, do you have time to deliver the minimum program of guidance services set forth in this standard and going the next step to deliver the services set forth in your goals and objectives of your required policy statmeent. The availability and use of paraprofessionals and support personnel could broaden the number of clients served by one counselor.

5. Budget

No program can function without adequate budgetary consideration. This area will not require audit or the compilation of capital outlay, materials, salaries and other components of budget development. The validation of the minimum organized guidance program by the building principal as he signs, will validate the recognition of a budget to deliver these services.

6. Referral and Assistance - a. school and b. community

One of the professional ethics of the counselor is to refer a client when the time for counseling a client becomes excessive and when the capability of the counselor to be of assistance to the client has been reached. It enhances the guidance program of a local center for the counselor to have recorded the referral assistance on the local staff as well as for area referrals for physical, mental, spiritual, and social needs areas. It is important not only to know the agencies but the personnel involved and develop a skill in referral counseling that makes for a good support rapport for clients and expand the time available for the general guidance program meeting the needs of most clients.

7. Orientation - a. school, b. self, c. world of work, d. social

Orientation may be defined as a mutual process of groups or individuals moving from one level or experience to another to help the person feel emotionally secure in a new setting and to provide the person with the information needed to be successful in that setting.

The most common levels in our schools is from elementary to middle or junior high and from junior high to high and from high to post high education or training or world of work and family life.

Orientation is more than pre-enrollment. It includes information and experiences that will remove the shock of unexpected happenings that may restrict the orderly and comfortable transition of a person in his personal, social and career growth and development.

8. Placement - a. internal and external, b. class selection, c. input, d. career

The definition of placement in the guidance concept signifies placement in appropriate educational programs or activities or in any experience helpful for the individual and in accordance with his needs and capacities, it may include curriculum, extra curricular activities, special groupings, special classes, part-time or full-time employment and it indicates a guidance nurturing toward self-actualized determination by the student involved.

9. Freedom from Administrative Duties

Much criticism has come to guidance programs across our state and the nation because of erosion of the counselor identity to become identified as an administrator of the building.

Any duties or activity that identifies the counselor in an authoritarian role, and detracts from the counselor being identified as a helping person for students as is identified as direction of staff or students for school management may be classed administrative. Such activities as master schedule building, assignment of teachers to classes, being put in charge of building in absence of administrator, application of discipline, supervision of instruction and such activities are seen as administration duties.

10. Liason - a. teachers, b. administrators, c. patrons, d. community

Liason is interpreted as working between and bringing together for communication and understanding the different publics involved in working with students. It is also interpreted as being available to work in a consultive relationship with each public to enhance understanding, development and action decisions with students.

11. Guidance - a. self, b. occupations, c. social, d. school

Mathewson describes Guidance as, "The systematic, professional process of helping the individual through educative and interpretive procedures to gain a better understanding of his own characteristics and potentialities and to relate himself more satisfactorily to social requirements and opportunities, in accordance with social and moral values."

In the light of this definition, guidance activities would include those activities disseminating information for decision making and activities of administration and staff involvement to assist the student in self-understanding, potential, and self-actualizing process.

12. Assessment Program

The validation of an assessment program is not based on an authoritative program sent down from a higher authority but a reality situation based upon local needs and determination.

While assessment is usually thought of as testing, there may be several other ways of determining and collecting information to assist in analysis of potential and the process for student development.

i.e. Anecdotal records
Health records
Autobiography
Peer evaluations
Sociograms

13. Broad Based Community Involvement

The whole emphasis of this standard is based upon the delivery of quality and meaningful guidance services to the students of our state. There is a need to communicate to our community what quality and professional guidance services are, what is and is not expected of counselors and guidance programs. To do this we must have broad based community involvement. This can be accomplished in a variety of ways. A functional guidance committee is one way. Other ways are newsletters, school and patron groups such as P.T.A.'s, advisory groups to schools and administrators, periodic reports to school boards, and special programs such as guidance weeks and other such programs.

Goal Development

It has been determined by the experience of the "demonstration" or "pilot" schools that it is necessary to develop and use a survey or need assessment instrument to collect data on which to base the guidance "Goals" of a local program.

Included in this material is a "Goal Bank", to give examples of goals to be "thought stimulators" for use by each of the schools going through implementation of Standard IV.

Also included in this material is an item bank for development of need assessment instrumentation and some possible formats of instrumentation and response techniques.

Guidance objectives are also required to be stated to attain the stated "Goals". A well stated guidance objective is a description of the process to be employed in attempting to bring about pupil attainment of the desired outcome.

"Expected Outcomes" are to be listed and some of these items are given. The expected outcomes are going to be directed by the program and result of the activities of the local program.

Needs Assessment

A need may be defined as, "a lack of something which if present would tend to further the welfare of the organism or facilitate its usual behavior."

A needs assessment would be a determining of those needs by a process of collecting - identification.

There can be many different formats for developing a needs assessment instrument. The item selection and statement should be stated in language that is understood by the respondents and that will give the information needed to develop guidance goals. A needs assessment is not a survey of use of existing services although a needs assessment may validate the use of and maintance of those services. A needs assessment instrument to be of most use should provide an open end response somewhere. These open-end responses give indication of the understanding of guidance services by the respondents and may give indcation of in-service and communication needs by the professionals in the field, the counseling staff.

Item Development - What do you want to know? How are you going to use responses? How much introductory information is required by respondents to answer the questions? How long should the instrument be? These are some of the questions you need to answer before you prepare and select your items for presentation.

Format

Collection

Introduction to instrument should be clear and concise as to purpose and directions for making responses.

Sampling techniques should be reviewed as to procedure, scope, and analysis. Time, people, and space need to be considered as to the implementation of assessment. Collection procedures should be considered. Some possible collection techniques to be considered are direct interview, collector doing the tally of responses, telephone interview, booths at center of population, administration directly to classes, service clubs, school organizations or groups, forms sent home by school, direct mail to patrons or sample of patrons, publish instrument and mail or carry in response. These are some of the considerations that could be considered in format development.

The variety of people to be contacted need to be considered. Some of possible publics are parents, teachers, administration, dropouts, special classes, AVTS students, and youth leaders.

Another consideration in instrumentation is whether you are going to use the same instrument for all respondents. Also, in your sampling if you are going to use paired concept of student-same parent, random, or selective process, a presentation of data collected needs to be considered also, some of the possible presentations are: raw scores, graphs, percentiles, charts of comparison, and rank order of responses.

A suggested format for a needs assessment instrument with some alternate possibilities will be given.

Title - Students Needs Assessment of Guidance Services
Parents Needs Assessment of Guidance Services
Teachers Needs Assessment of Guidance Services
Industry Needs Assessment of Guidance Services

Introduction - A narrative statement giving authority and/or purpose of collection, use of results, estabished confidentiality, directions for response, directions for return of results, and any other information and directions to clarify and complete needs assessment collection.

Response - Some types of responses are Priority Development such as definitions of counselor activities:

___Definitely ___Never ___Some
___1. High ___2. Medium ___3. Low
___4. Non-Counseling
___Not Important ___None

Evaluation Responses:

___Always True ___Usually True ___No Feeling
___Usually False ___Always False

___Strongly Disagree ___Disagree ___Sometimes Agree
___Strongly Agree

___Very True ___Usually True ___False
___Don't Know

___Important ___Undecided ___Not Important
___Strong ___Some ___None
___Met ___Satisfactory ___Partly Satisfactory
___Unsatisfactory ___Undecided

___1. Almost No Need ___2. Very Little Need ___3. Average Need
___4. High Degree Need ___5. Very High Degree Need

Degree of Need

Low to High Numerical -- 1,2,3,4,5.
Circle response, put in number
High to Low Numerical -- 5,4,3,2,1.

Statement Response	Statement	Need Evaluation Response
5.	Highly Important	5. Highly Satisfactory
4.	Important	4. Satisfactory
3.	Of Some Importance	3. Usually Satisfactory
2.	Of Little Importance	2. Less Than Satisfactory
1.	Of No Importance	1. Unsatisfactory
0.	No Opinion	0. No Opinion

Of Need		Needs Being Met
Strong Need		Satisfactory
Average Need		Partially
Small Need		Unsatisfactory
No Need		Undecided

Numerical Response:

How Great is Need 5,4,3,2,1	Statement	Extent Need Being Met 5,4,3,2,1

Needs Assessment - Item Bank

Student *

I would like to know more about:

1. the school building where I attend,
2. graduation requirements,
3. school policies and rules.

I would like to:

4. learn more about my ability to do school work,
5. take more tests to find out more about myself,
6. learn about my educational interests and abilities through tests.

I need assistance with:

7. deciding which courses are appropriate for me,
8. my educational plans after high school,
9. developing better study habits,
10. meeting the demands of class assignments,
11. my attendance and/or tardiness problems and how to solve them,
12. becoming less frustrated with school.

I want to:

13. learn to express my view and develop more self-confidence in class,
14. have assistance in the selection of a college or vocational school to attend.

I need to become aware of:

15. the training requirements and needed skills for various kinds of occupations,
16. salary ranges and trends in the job market,
17. my occupational abilities, interests, and possibilities.

I need to:

18. make a tentative occupational choice suited to me,
19. develop habits here at school which will eventually become desirable work habits.

I would like to:

20. participate in an on-the-job training program for some type of job,
21. belong to a number of social groups outside of school,
22. have help in getting along with other people,
23. belong to a group in school which helps new students get acquainted,
24. join clubs and other extra-curricular school activities,
25. understand why others are critical of me.

I need help:

26. with getting my parents to accept my friends,
27. meeting and relating to the opposite sex,
28. in making decisions and setting values and goals for myself.

I am having trouble:

29. handling home responsibilities and need help,
30. following standards or rules in my school,
31. standing up for myself in a group instead of being just a follower all of the time.

I feel a need for:

32. more adequate knowledge about drugs and their effect,
33. more adequate information on birth control,
34. more adequate information on venereal disease.

I have visited with a counselor:

35. (1) once this year
    (2) 2-3 times this year
    (3) 4-5 times this year
    (4) many times this year
    (5) I have not visited with a Counselor this year.

36. I would prefer:
    (1) to have the counselor call me in,
    (2) to make my own appointments with a counselor.

37. I would prefer:
    (1) to have the counselor assigned to my class for three years,
    (2) not to have a counselor assigned to my class, but to choose my own counselor.

38. I would like to take part in a small group where I can talk about:
    (1) improving my communication with my parents,
    (2) improving my grades and interest in school,
    (3) my personal problems and feelings,
    (4) other

39. I think my counselor is doing a good job this year in helping me with:
    (1) personal situations,
    (2) educational adjustments (choosing classes, test scores, failures, etc.)
    (3) social problems (getting along with people, making friends, etc.)
    (4) vocational opportunties and decision
    (5) college assistance (information, applications, scholarships, and financial aid),
    (6) my counselor has not helped me because:

40. I think my counselor should help me more with
    (1) personal adjustments
    (2) educational adjustments
    (3) social problems
    (4) vocational opportunities and decision
    (5) college assistance
    (6) other

41 What the counseling department has to offer is:
    (1) clear to me
    (2) not clear to me
    (3) should be publicized more

42. My overall rating of the guidance and counseling department here is:
    (1) excellent
    (2) good
    (3) average
    (4) fair
    (5) poor

43. List some changes you would like to see made so that _____ could better meet your needs.

* I need:

1. To know more about graduation requirments.
2. To have my standardized test scores interpreted to me.
3. To find courses which are appropriate to my needs and career plans.
4. To have better relationships with my teacher.
5. To understand my abilities, interests and other characteristics.
6. To set goals and to know how to reassess and re-evaluate those goals.
7. To know how to apply and interview for jobs.
8. To get help in finding part-time or summer work.
9. To know how to prepare for careers in which I am interested.
10. To know about financial aids for continuing education.
11. To understand, accept and like myself better.
12. To learn to make decisions.
13. To develop more confidence in myself.
14. To understand more about sex and love.
15. To know more about birth control.
16. To have someone listen to me when I have a problem.
17. To learn how to tell others how I feel.
18. To understand the changing roles and expectations of men and women.
19. To understand more about the use and abuse of drugs, including alcohol.
20. To understand how my feelings affect my behavior.
21. To develop better relationships with other students.
22. To know how to get along better with my family.
23. To become more fully aware of the services available through the guidance program.
24. To develop friendship with both sexes.
25. To be a better listener and respond better to others.
26. To be more tolerant of persons whose views differ from mine.
27. To better understand adults.
28. To get some on-the-job experience in my high interest areas.
29. To visit with people employed in my high interest areas.
30. To do an in-depth exploration of jobs which relate to my interests and abilities.
31. To develop a flexible career plan.
32. To become aware of educational alternatives after high school.
33. To know more about possible careers and the world of work.
34 To become aware of career training and employment outlook offered in my high interest areas.
35. To talk to someone about career planning.
36. To have my parents involved in my career planning.
37. To learn more about my rights.
38. To know more about the armed forces.
39. To have someone at the school my parents can talk to.
40. To know more about college requirements and how to apply.
41. To be considered more as an individual and not just as a number.

* Student Survey

1. Have someone assist you in planning your career.
2. Have help in planning your educational goals.
3. Have someone to talk with and suggest alternatives when you have personal problems.
4. Selecting courses to take in high school.
5. Securing college information on requirements, scholarships, etc.
6. Finding out information about post-high school opportunities (college, trade school, career information).
7. Meeting in groups to discuss things concerning you.
8. Have the opportunity to meet in small groups with other students with similar needs.
9. Have the Guidance Department administer tests to you and interpret the results.
10. Have a counselor talk with you about school attendance and achievement.
11. Have a counselor discuss and make schedule changes for you.
12. Attend a career and college night.
13. Have someone discuss graduation requirements.
14. Have a counselor be a liaison between you, teacher, parent, or administrator.
15. Have a counselor refer you to various helping agencies and resources within the community.
16. Have counselors involved in curriculum planning.
17. Have the Guidance Department orient you and your parents to available curriculum programs.
18. Students who have special needs or problems may seek help from a counselor.
19. Have a representative from a college or trade school visit with you during school hours at _____ school.
20. Have a counselor assist you in preparing for meaningful employment.
21. Have someone explain course offerings available to you at your high school.
22. Have outside speakers, such as carpenters, plumbers, airline hostesses, come into your classes and talk with you about career opportunities after high school.
23. Have your high school provide an exploratory job placement program whereby you can sample a job of your choice for one week in order to gain a more realistic understanding of a particular occupation.
24. Have a career resource laboratory in your high school staffed with a guidance counselor who is trained in the area of career guidance.
25. Invite former graduates, presently attending college, back to _____ to talk with you regarding "What college is really like."
26. Discuss with a secretary the need for making a schedule change.
27. Have someone assist you in changing your attitude to one of a more positive nature.

* 1. Orientation to program and expectation of school.

2. Assistance in educational planning.

3. Assistance in post high planning.

4. Helping a student to better understand themselves, their needs and interests.

5. Helping students to better define and develop goals for their lives.

6. To provide information and assistance concerning graduation requirements.

7. To provide information about colleges, scholarships, and financial aid.

8. To be informed of career opportunities that are related to the students' individual courses.

9. To provide opportunities for parents and interested community members to provide input into the school's operating policies and program.

10. Seeking remedial help for those very much lacking in the basic skills area (reading, writing, math, etc.).

11. Providing opportunities to meet and develop friendships with others your age.

12. Helping students adjust to problems at school, at home, or in their social relationships.

13. To provide extra-curricular activities for the students.

14. Providing help for students in finding jobs.

15. To provide students assistance in understanding responsibility in their decisions.

16. To offer assistance in enrollment and selection of courses.

17. To provide referral to specialized community agencies when those services are needed.

18. To provide opportunities for students and/or parents to meet in small groups to discuss personal feelings and concerns (under the direction of a qualified counselor staff person).

19. To provide opportunities for students to better clarify and identify life values.

20. To have teachers and staff members you know are concerned about you and your individual needs.

21. To have teachers and staff members you can look to as friends.

22. The development of trusting relationships with others.

23. Having someone to talk to about your personal needs or problems.

24. To have information concerning educational opportunities and training programs which exist beyond and outside high school.

25. Having experiences at school which you feel are worthwhile and needed.

26. Helping students develop a more positive attitude and purpose in life.

27. To maintain records concerning students achievement, ability, aptitudes, grades, and number of credits earned.

28. To provide an enjoyable and meaningful learning environment.

29. To provide a testing program that will provide adequate student appraisal for use by the student in current and future planning.

30. The understanding of a person's responsibility to the community.

31. Having someone that I can talk to knowing they will listen.

32. Providing individualized learning and counseling situations.

1. To develop better study skills.
2. To improve my reading skills.
3. To learn about, develop and accept present work values.
4. To better understand the meaning of life and death.
5. To overcome fear of giving oral reports.
6. To understand and relate to opposite sex.
7. To know ways I should follow to become more independent from my family.
8. To learn more about how to trust and understand other people.
9. To understand more about religion and my relationship to it.
10. To develop positive habits, attitudes and values.
11. To learn how to find help and work out personal problems.
12. To learn how to be a better listener.
13. To learn about problems and handle budget.
14. Help with problems rising from racial religious and other causes of discrimination.

Agree -- Disagree Concept

1. Our school needs more clubs and after school activities.
2. A good attitude toward school work will help in developing a good attitude toward work in later life.
3. Shy, lonely students go unnoticed in our school.
4. As students become young adults, parents have difficulty in understanding them.
5. Assigned homework at school interferes with other after-school activities.
6. Skills learned at school will help students later in life.
7. Students should be assigned to honors basic, or average classes according to their ability.
8. There are times when students get so upset that they need to get out of the classroom for a while.
9. All students should be offered information about careers and occupations.
10. Most students have used drugs in some way that they wouldn't tell adults.
11. Students who learn quickly and easily should be required to do more difficult assignments.
12. Students who bother other students who want to learn should be punished.
13. Students need more information concerning careers and occupations than is currently being offered.
14. It is possible for a teacher to be fair and yet exercise good classroom control.
15. As students become young adults, they need help understanding their parents.
16. Students should know more about the dangers of drug usage.
17. We should stop using A,B,C,D, and F grades. Instead parents should be informed about what students have learned.
18. Everyone needs someone who will listen and not tell what was said.
19. A student learns better when he feels his teacher likes him and takes time to listen to him.
20. Students need help in understanding themselves.
21. Students need help in knowing how to get along with others.
22. Parents and teachers should talk to each other more often than they do.

True -- False

1. So far, my own experience at school has been a good one.
2. There are good opportunities for students to get to know, meet or work with their teachers at their school.
3. Students at their school usually have friendly relations with each other.
4. Students have a chance to suggest changes that will make the school better.
5. Teachers at this school willingly give help to students with class work problems.
6. Teachers are understanding of my problems with school work.
7. Teachers work hard to make their classes interesting.
8. I feel that my teacher accepts me for who I am.
9. There are good opportunities for students to get to know, meet, or work with students of other races.
10. I am bothered by rules and regulations at this school.
11. I want to belong to an in-group at this school.
12. Deciding what is correct behavior is important to me.
13. I am bothered about the relations between racial groups at this school.
14. I feel that teachers and students get along well with each other.
15. I feel that the principal and assistant principal get along well with students.
16. I feel that I get along well with my parents.
17. The disruptions and fights that sometimes occur in our school are due to differences between Blacks and Whites.
18. The disruptions and fights that sometimes occur in our school are due to differences between Browns and Whites.
19. The disruptions and fights that sometimes occur in our school are due to differences between Browns and Blacks.
20. I feel that I get along well with most students in this school.
21. I have more personal problems than most of my friends.
22. I have had trouble getting involved in school activities.
23. Students at this school seek friends within their own racial group.
24. I do not get along with people outside of my own racial group.
25. My parents would be uncomfortable if I invited a person of a different race to my home.
26. I would feel uncomfortable if a friend of another race invited me to his home.
27. I hate coming to school in the morning.
28. If I were an adult, I would want most of my teachers as my friends.
29. Important in helping decide if your behavior is correct:

Friends	Assistant Principal
Personal thinking	Counselor
Clergymen	Other adults
Parents	School courses
Teachers	Movies, T.V.
Relatives	Books
Principal	Rock Music Stars

30. How often did you visit your counselor during school year - a great deal, 1 or 2 times, when I had time.

31. U, S, V.S., I don't know
    Counselor helpful
    1. adjust to school 1,2,3,4
    2. course selection
    3. class work trouble
    4. personal problems
    5. job or career selection
    6. how to study
    7. teacher problems
    8. other student problems

Faculty Survey

As a member of the faculty, I feel the counselor should:

1. Help construct master schedules.
2. Make schedule changes.
3. Sit in on parent-teacher conferences.
4. Interpret test scores and psychology data for parents, teachers, and students.
5. Organize discussion groups (rap sessions).
6. Provide career information.
7. Conduct orientation for new students.
8. Provide for individual counseling sessions with students.
9. Be available for faculty members to let off steam in a private confidential manner.
10. Be a source of information about students.
11. Handle disciplinary cases of the classrooms.
12. Assist in the development of new programs for the school.
13. Visit classroom for the purpose of observing students' behavior patterns.
14. Be available during teacher-study conferences.
15. Sueprvise enrollment process.
16. Supervise testing program.
17. Substitute for teacher when they have parent conferences or other business outside classroom.
18. Be a vendor of supplies.
19. Help supervise halls, playground, lunchroom.
20. Make parent contacts as an agent for the teacher.
21. Provide transportation for students in emergencies.
22. Assist in grouping and placement of students in special classes.

Parent Survey

1. To know my childs academic abilities and what grades I might expect of him or her.
2. To know what jobs or professions that I should encourage my child to explore or enter.
3. To know whether I should encourage my child to go to a 4-year college, junior college, other post high school training.
4. To know about courses and offerings.
5. To know what instructors expect of my child in their classes.
6. For school to have information for me pertaining to drugs, etc.
7. To know meaning of grades.
8. To have time to talk with teachers concerning my child.
9. To be able to hlep my child select his or her classes.
10. For school have occupational information.
11. School provide group parent sessions on common problems.
12. To know my child's teachers as individuals.
13. To be familiar with classroom activities.
14. To know what school personnel I should contact if I need assistance about the school.
15. To know about school rules.
16. To be able to talk in confidence about personal matters that could effect my child's educational, social, or psychological status.

Parent Survey

1. What needs do your children have that the staff of school can assist in meeting?

2. What do others in the community say are important needs we should be meeting?

3. What needs do students have that seem to go unnoticed by the staff of our school?

Goal Bank

* To encourage and assist students toward the development and achievement of realistic educational goals.

* To assist students new to school to become oriented to the educational environment and its requirements.

* To assist the students to select a curriculum of studies that meet graduation requirements and is consistent with their capabilities and interests.

* To assist the students to maintain a level of educational performance consistent with their capabilities.

* To alter maladaptive behavior.

* To prevent prevelent problems.

* To assist in learning decision-making process.

* To provide information for making personal, social, educational, and vocational decisions.

* To develop client behavior more desirable for the person and to arrange conditions so that the person may learn a more appropriate mode of behavior.

* To design, develop, implement, and matintain a guidance procedure which will foster the development of and stress the value of the individuality of students.

* To facilitate the design of a system of activities which will actively involve teachers and staff in a variety of broad-based interpersonal communications within the educational process.

* To develop, implement, and maintain a communication system which will actively involve parents and community agencies with the teacher and staff in an interpersonal interaction process toward providing positive and rewarding education experience for all students.

* To create a system of evaluation procedures which will enable the guidance staff to measure its progress toward the defined goals.

* To make students, faculty, parents, and community aware of the role and function of the school counselor.

* To serve as a referral resource for student needs to students, teachers, administrators, parents, and community members.

* To assist students in development of positive self-image.

* To provide information to students regarding employment immediately following graduation.

* To provide opportunity, atmosphere, and couseling in areas of personal and social adjustment.

* The counselor, in cooperation with the parents when possible, is to be a source of preliminary and objective evaluation of the student's problem so that adequate referrals, when needed, can be made. Referrals may be made to intra-school sources or to extra-school sources and directed to the kind of service needed for a solution of the students problem.

* To provide a guidance program which will enhance personal and social growth.

* To provide an orientation program for students and parents which may facilitate adjustment to the school setting.

* To provide teachers with assistance in clarifying, understanding and planning strategies for possible solutions to student problems.

To assist in providing open communication between students and teachers, parents, peers, and sibling; and to interpret for students, parents, and teachers test results and other collected information.

POSSIBLE EXPECTED OUTCOMES IN CLIENTS

1. Make meaningful decisions and accept responsibility for those decisions.
2. Received adequate information in areas of scholarship and financial aid, job selection, further education or training, social and personal decisions.
3. Catharsis in times of crisis and stress.
4. Provided a sounding board for values and attitudes.
5. Ventilate feelings.
6. Make changes.
7. More effective learner.
8. Seek counseling of their own volition.
9. Resolve or cope with their concerns.
10. Review and understand attitudes, aptitudes and ability.
11. Received orientation to situations and level changes.
12. Accept referral.
13. Become more self-sufficient.
14. Acceptance of and respect for others.
15. Use of test results for self-evaluation.
16. Experienced group activities.

BROAD BASED COMMUNITY INVOLVEMENT IN POLICY DEVELOPMENT

1. Open Hearing

The Policy Statement may be developed by the staff under the accreditation guidelines and then brought to an open hearing of the patrons. Rules for open hearings are usually a part of the local school board's policies. Adequate publicity should be given to such hearing. The reactions of the patrons then could be compared to the guidelines and professional practices in the field and action and communication with the patrons developed for final approval and submission to the State Department of Education.

2. Published Notice

The Policy Statement can be developed by staff under accreditation guidelines and the Statement published in a local paper and written and verbal reactions noted and appropriate action, evaluation and communication taken.

3. Committee Development

The Policy Statement can be developed by a designated committee with a validated membership touching all the concerned publics; counselors, administrators, staff, patrons and students. The accreditation will be used to insure compliance with accreditation guidelines.

4. Combinations

A combination of the previous listed options may be used. Any or all of them may be used to meet the broad based community involvement criteria.

Monitoring

As the policy statement is completed and the Goals, Objectives and Expected Outcomes are accepted, filed with local board and State Department of Education, then a professional base of communication is established for future consideration by the local district and the State Department of Education.

A visitation and review program will be established to validate the adequacy of the program and the fulfillment of the agreed upon Goals and Objectives in the outcome in students by the local schools.

These Goals and Objectives are amendable for the further professional development in meeting needs of students.

The monitoring process will be building visitation, program review, counselor and administrator consultation and report.

JOB DESCRIPTION CONSIDERATIONS

The primary function of a counselor is counseling. As other members of the staff work with their clients the counselor becomes their primary referral source as they reach their limits of time and ability in that relationship. The hub of all other guidance services are based upon the counseling function.

A second most important facet of the fuidance program is that of providing consultation to administration, staff, and patrons. This consultation identity does not mean assuming vice-principal duties or teaching teachers to teach. It does mean providing a bridge of contact for students-teachers-administrators and parents.

A simple but very good job description has been given by C. Gilbert Wrenn:

That the professional job description of a school counselor specify that the counselor perform four major functions:

(a) Counsel with students.

(b) Consult with teachers, administrators, and parents as they in turn deal with students.

(c) Study the changing facts about student population and interpret what is found to school committees and administrators.

(d) Coordinate counseling resources in school and between school and community. From 2/3's to 3/4's of the counselor's time in either elementary or high school, should be committed to the first two of these functions. Activities that do not fall into one of these four areas neither should be expected nor encouraged as part of the counselor's regular working schedule.

The development of a job description should take into consideration the duties necessary to carry out the organized guidance program in the accreditation guidelines.

A concept of the counselor being involved in activities that respond and make significant contributions to the developmental needs of our clients should be a vital part of job description development. Prevention can be a significant rationale for the school counselor in the organization and function of guidance activities.

Having available and disseminating information concerning school offerings, opportunities for further education and career training should be in the job description.

The function of referrals to other agencies and people and personnel services and providing liaison and working relationships for and with those services. The placement of pupils is an area that has been abused in almost

making administrators of counselors to the extent that master schedule building and placement of students in classes is being done, this is clearly against professional practice by counselors. The placement activities of the counselor should be in providing information for the development of curriculum, planning with teachers and administrators, assisting students to make appropriate choices of school program and long range plans of study. They need to assist the student in making transition from one school level to another and from school to employment by orientation and guidance activities to bring this about.

The job description can be very detailed or general but there needs to be a clear understanding and acceptance on all parties of the accountability of the counselor to the school clearly based upon professional rationale, environment identity and responsibilities.

STANDARD IV GUIDANCE SECONDARY SCHOOLS

Accreditation Guideline Notes

Administrator has responsibility for continuous administration of the Guidance Program, as any other program.

Counselor "just as", but "no more" important than any other functioning part of the whole educational personnel.

Counselor does not have only corner on understanding students and their problems. He should be skilled in his field, but many teachers also have skills.

Counselor should not be vice-principal, scheduling, discipline, attendance, substitute teaching, or take over building in administrators absence.

Counselor should be chosen in professional preparation and ability.

Does everyone know what the counselor's duties are?

Are effective guidance services being rendered to students?

Is there adequate assigned time for counseling?

What the Counselor is:

1. Sympathetic, approachable person, interested in promoting welfare of others.

2. Basic technique is the interview, much time in conference, students, parents, staff and administration.

3. He understands human behavior.

4. A person with a sound personal philosophy which can guide him through the stresses of his own life and can be communicated to others not only be words buy by actions and attitudes.

5. Has knowledge of his community.

6. Understands history and philosophy of education.

7. Possesses specific skills in counseling, test interpretation and communication.

8. Has understanding of world of work and career opportunity.

9. Actively keeping current in professional pursuit:
   Professional organizations
   Professional meetings
   Reading
   In-Service activity
   Field Trips

What the counselor is not:

1. Clerk
2. Substitute teacher
3. Administrator
4. Source of evidence
5. Labeler
6. Disciplinarian
7. Teacher therapist
8. Psychiatrist
9. Political appointee
10. Soothsayer or magician
11. Advice giver or prescriber
12. Recluse

Duties included in "Job Description":

1. Counseling
2. Interpreting test results
3. Individual appraisal
4. Coordinating guidance activities
5. Confers with parents, teachers, on guidance problems
6. Liaison with community groups
7. Assists in formulation of records philosophy
8. Interprets rrecords to students, staff, parents, administration
9. Disseminates educational and occupational information
10. Orientation
11. Follow-up activities
12. Interpret Guidance Program to students, faculty, administration, and patrons
13. Referrals

Essential Guidance Services:

1. Counseling
2. Orientation
3. Individual inventory and analysis
4. Providing information - career, educational and social
5. Placement (internal-external)
6. Follow-up

Security and Confidentiality of records and information

1. Policies developed and written
2. Separation of records:
   a. Psychological or records needing interpretation, on file with counselor
   b. Public record information in school office
   c. Disciplinary data, on file in vice-principals or principals office.

Guidance schedule or calendar for year:

1. Individual interviews
2. Guidance testing
3. Group information
4. Occupational information
5. Educational opportunities
6. In-service opportunities
7. Pre-enrollment activities
8. Orientation

Utilization of specialists or consultants on staff or who can be called in for in-service training:

1. State Department
2. College Staffs
3. Agencies and organizations
4. Special trained individuals

Faculty Guidance Committee:

1. Make up --
   a. Teachers
   b. Administrators
   c. Patrons
   d. Students

2. Function --
   a. Participates in the organization and operation of school guidance program in an advisory capacity.
   b. Cooperates with principal.
   c. Develops policies of the school guidance program.
   d. Develops calendar of guidance activity.
   e. Meets at least one time a month to evaluate things completed on the calendar and consider those guidance activities on the calendar ahead for next month.
   f. Chairman is best other than head counselor.
   g. Implementing of committee policies and procedure guidance activity is a team effort involving administration, staff, and counselor.